

# Applying an Equity Lens to the Danielson Framework

Kane County Institute Day 2020  
Friday February 28, 2020

Speakers: Dr. Comfort Akwaji-Anderson, Angela Rowley

# Welcome and Introductions

- Introductions
- Logistics (restrooms facilities)
- Schedule/breaks
- Norms
- Warm-up Activity



# Who Are We/You?

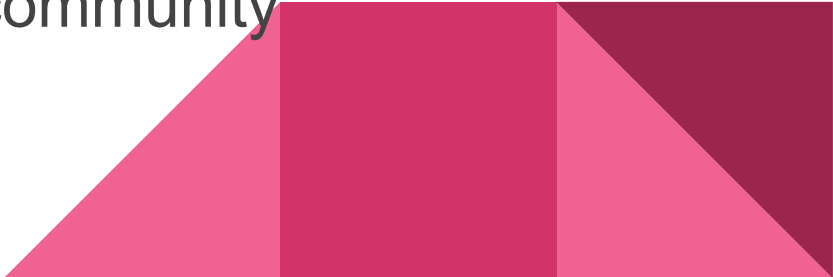


**Introduce yourself to the person next to you by completing at least 1 of the sentences below (include your name, what and where you teach):**

- A teacher who made a significant impact on me was... because...
- One of my greatest successes as a teacher was.... because...
- If I could create my own school, I would... because....



# Learning Targets

- **Explore** and discuss varying understandings of equity
  - **Collaborate** to define/agree on a working definition (educational equity)
  - **Examine** the domains of the Danielson Framework for teaching and learning, through an equity lens
    - Take a deep dive into the language of the Framework and interpret its support of our working definition of educational equity
  - **Reflect** and plan on how to use the Framework to promote Equity and Excellence for all learners
  - **Commit** to continuing the conversation in our online community
- 

# The Four Agreements of Courageous Conversations

- Stay engaged
- Experience discomfort
- Speak your truth
- Anonymity
- Assume positive intent

(Adapted from Glenn E. Singleton & Robin DiAngelo)





# Explore And Discuss Varying Understandings of Equity

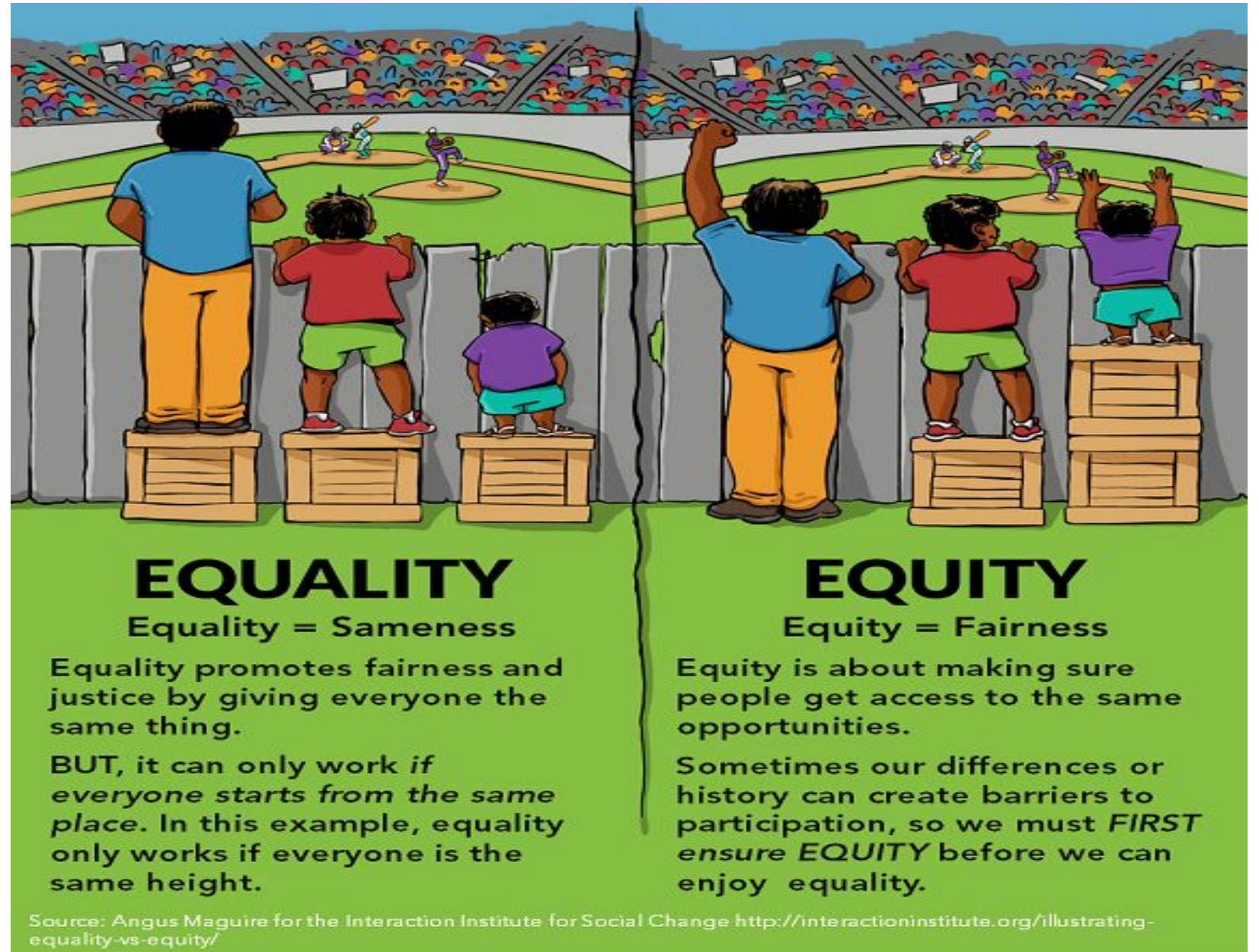
# Let's Engage By Exploring Our Thinking About Equity

- What is your understanding of equity?
- What are some potential areas of inequities?
- Why is equity important?



# Clarifying Terms/Representation

## Equality versus Equity






# Working Definition ...*Educational Equity*

## *WHAT IS EDUCATIONAL EQUITY*

Educational equity is when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships (Great Lakes Equity Center, 2012).

Educational equity is enacted through inclusive and responsive practices, policies, curricula, resources, and school cultures. Concepts central to understanding and achieving educational equity are: **access, representation, meaningful participation, and high outcomes.**




# Concepts Central to Understanding and Achieving Educational Equity

**Access:** All members of the educational community should have entrance into, involvement with, and full participation of resources, conversations, initiatives, and choices, which are attentive to heritage and community practices (Paris, 2012)

**Representation:** Providing and having adequate presence of all when decision and choice making as to examine the patterns of underlying beliefs, practices, policies, structures and norms that may marginalize specific groups and limit opportunity (Mulligan & Kozleski, 2009; Chen et al, 2014)

**Meaningful Participation:** Agency and voice are afforded to all members of a community, by intentionally centering members who have been historically on the margins including, but not limited to people living in under-resourced communities, people with dis/abilities, as well as racially, ethnically, and linguistically diverse individuals. Multiple perspectives are pursued and valued (Fraser, 1998).

**High outcomes:** Efficacy of solutions benefit all towards self-determination and the ability to act as contributing citizens in a democratic society and global community (Waitoller & Kozeski, 2013).

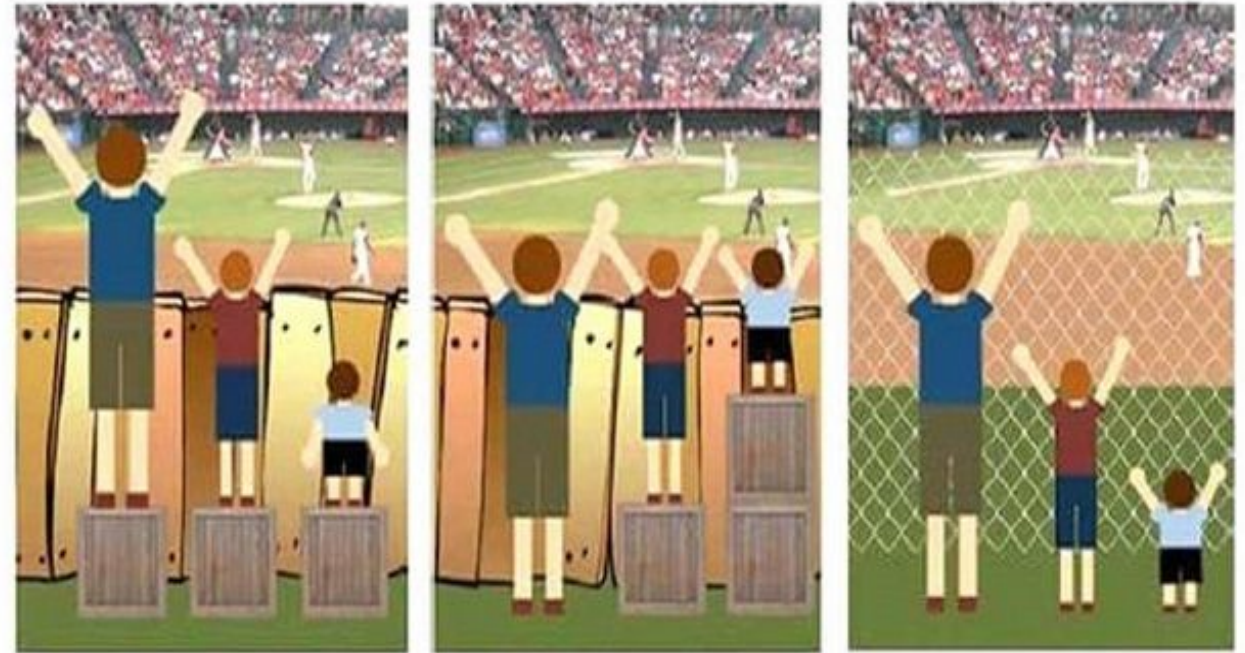


# What Does Research Say?

“Equity in education requires that conditions are created that eliminate the obstacles to opportunities regardless of factors like race, gender, family background, language and poverty” (Valbrun, 2017)

...equity looks at leveling the playing field, ensuring the starting line does not determine where one finishes.

“Approaching work through an equity lens requires analyzing the impact of internal and external processes, as well as foundational assumptions and interpersonal engagement, on marginalized and under-served individuals and communities”. (~Tools for Social Innovators by Spark Policy Institute)




<http://www.theinclusionsolution.me/equity-vs-equality-eliminating-opportunity-gaps-education/>

# Why is Equity Important?

Why Equity Should Matter to All  
Educators, How to Get There





# **Examining the Domains of the Danielson Framework for Teaching and Learning Through An Equity Lens**

# So, What Does it Mean to Look At The Danielson Framework Through An Equity Lens?

Domains 1: Planning and Preparation

Domains 2: The Classroom Environment

Domains 3: Instruction

Domains 4: Professional Responsibilities



# Some Ways to Create an Equity Infused Learning Environment

- Equitable learning
- High Expectations
- Supportive Learning
- Active Learning
- Inquiry / Problem based
- Context driven
- Progress monitoring and feedback
- Well-managed
- Digital learning



# Know Your Why?

Why it it important to engage in this work?

<https://www.youtube.com/watch?reload=9&v=1ytFB8TrkTo>  
by Michael JR.





# What does it mean to plan and prepare through an equity lens?

## Poster Session:

- Locate a copy of the four domains and review the elements in each of the components of Domain 1
- Discuss and highlight words that you think speak to or imply equity
- How does the language of the Framework support, contrast or undermine our working definition of educational equity?
- How might you tweak this language to be better aligned to, and support equitable teaching and learning?
- What actions might you take to create a supportive (equity infused) environment ~~for~~ students?

What does the  
classroom  
environment  
look/feel/sound  
like when  
created with  
equity in mind?

## Poster Session:

### A supportive learning where...

- Learners demonstrate a sense of community that is positive, engaging and purposeful
- Learners take risks in learning (without fear of negative feedback)
- Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks
- Learners demonstrate a congenial and supportive relationship with their teacher.

Do you agree? What else can you add to this list?

“How we see ourselves and others is shaped by the history we absorb, not only in the classroom but also from the internet, films, newspapers, television programs, novels and even strip comics.”

Crest of the Peacock (p. 1)



# What does equity look like in curriculum?

## Poster Session:

- How do we meet the needs of the students in front of us?
- What if the students can't see themselves connected to what is being taught?

---

# What does equity look like in curriculum?

“Curriculum is itself part of what has been called a selective tradition. That is, from a vast universe of possible knowledge, only some knowledge gets to be official knowledge” (Apple, 1999)

**What if some knowledge is not official or is missing in the curriculum? What message does that give?**

---

# What does equity look like in curriculum?

“Standards based reform has homogenized the curriculum” (Sleeter, 2017)

Crest of the Peacock (p. 1) “Rulers throughout history have recognized that to control the past is to master the present and thereby consolidate power”

**Who is controlling the ‘history’ and curriculum in education? What message does that give?**

---

“The main problem is learning to value points of view and listen to nondominant points of view and accumulated knowledge that has been routinely excluded from the mainstream” (Sleeter, 2017)



# How might the instructional components in the framework be different when analyzed through an equity lens?

## Poster Session:

- Review the elements in each of the components of Domain 3: Instruction
  - Discuss and highlight words that you think speak to or imply equity
  - How does the language of the Framework support, contrast or undermine our working definition of educational equity?
  - How might you tweak this language to be better aligned to, and support equitable teaching and learning?
  - What actions might you take to create a supportive (equity infused) environment for students?
-



# Closing the Loop

If we embrace an equity lens and intentionally apply it to the domains, it will:

- influence what we do as professionals, and
- ultimately meet the dual purpose of serving as an ongoing tool to support professional learning as well as evaluation.



**Reflect and plan on how to  
use the Framework to  
promote Equity and  
Excellence for all learners**

# Reflection and Next Steps

- Has your definition of educational equity?
  - Why or why not
- What personal commitment can you make to equity?
- How are you going to apply today's learning to your work of teaching and learning using the Danielson framework?





# Useful Readings/Resources

- [Equity vs. Equality: Eliminating Opportunity Gaps in Education](#)
- [The Whiteness of Math Education Will Never Be Changed Without Teaching Math History – Properly.](#)
- [Confronting Inequity / Reimagining the Null Curriculum](#)
- [Preparing For Culturally Responsive Teaching](#) (only pg 1 &2)
- [Learning Lakota](#)
- [Diversity in Schools Must Include Curriculum](#)
- [As Students, We Need Curriculum That Reflects Our Culture](#)
- [Ethnomathematics Shows Students Their Connections to Math](#)
- [Using Ethnomathematics in the Classroom](#)
- [Addressing Student Diversity and Equity](#)